

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
VISUAL ARTS**

STANDARD 1: PERCEPTUAL AND SENSORY AWARENESS

Learners will enhance artistic perception and visual and tactile awareness.

-SECOND GRADE-

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
1.1 Develop visual awareness of art elements		
Learners will:		
1.1.1 create art incorporating both geometric and organic (free-form) shapes ; (Essential)	1.1.1 Using the collage described in the Strategies section, observe that student can describe the difference between geometric and organic shapes.	<ul style="list-style-type: none"> • Have students create a theme-based paper collage incorporating both geometric and organic shapes.
1.1.2 create art incorporating a variety of different lines (e.g., horizontal, vertical, diagonal, thick, thin, open, closed, curved, straight, looped, spiral, zigzag); (Essential)	1.1.2-1.1.4 Using the Texture Tile described in the Strategies section, check that student is able to use correct vocabulary to explain the art elements which are shown on the tile and is able to describe the materials and techniques used to create these elements.	<ul style="list-style-type: none"> • Give students clay to make a Texture Tile. Instruct students to use a variety of lines, textures, and patterns to decorate the tile.
1.1.3 create art using a variety of different textures (e.g., rough, smooth, hard, soft, bumpy, scaly, furry); (Essential)		
1.1.4 create art using a variety of different patterns (e.g., radial, symmetrical, asymmetrical, alternating); (Essential)		<ul style="list-style-type: none"> • Have students make clay beads, paint with the primary colors, and string in a pattern.
1.1.5 create secondary colors using primary colors ; (Essential)	1.1.5 Give student primary colors (i.e., red, yellow, blue). Have him/her use these to make the secondary colors (i.e., orange, green, purple). Observe that student recognizes that red + yellow = orange, yellow + blue = green, and blue + red = purple.	<ul style="list-style-type: none"> • Help students fold a 12” x 18” piece of paper into six equal sections. Instruct students to paint three of the areas with the three primary colors, use the primary colors to produce the three secondary colors, and paint the remaining three areas with the secondary colors.
1.1.6 identify warm and cool colors and their relationship to mood/emotion in art. (Essential)	1.1.6 Have student create art using warm and cool colors to express mood /emotion and write in his/her journal identifying the colors and how these represent mood/emotion.	<ul style="list-style-type: none"> • Use visuals which exemplify predominantly warm and/or cool colors. Discuss how color is used in the visuals to express particular emotions.

PERCEPTUAL AND SENSORY AWARENESS

Second Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2 Recognize directional/spatial relationships in the environment and in art</p> <p>Learners will:</p> <p>1.2.1 use directional/spatial relationships (i.e., up and down, in and out, top and bottom, near and far, in front of and behind, over and under, and middle) in creating art; (Essential)</p> <p>1.2.2 Explore foreground and background. (Expected)</p>	<p>1.2.1 Using class collage described in the Strategies section, check that student can point to objects that are near, far, behind, etc.</p>	<ul style="list-style-type: none"> • Put students in groups to create a class collage (e.g., jungle scene, cityscape). Have students describe the directional/spatial positions of objects on the collage. • Show students several landscape visuals. Ask them to point out the foreground and the background.
<p>1.3 Recognize design principles in art</p> <p>Learners will:</p> <p>1.3.1 create art using repetition; (Essential)</p> <p>1.3.2 create art using contrast (e.g., light and dark, smooth and bumpy); (Essential)</p> <p>1.3.3 create art using symmetry; (Essential)</p> <p>1.3.4 create art using balance. (Essential)</p>	<p>1.3.1 Have student demonstrate repetition by creating a pattern or design using a variety of art tools and materials.</p> <p>1.3.2 Have student describe and demonstrate contrast in his/her art. Check for understanding.</p> <p>1.3.3, 1.3.4 After student has produced the mask described in Strategies section, have him/her describe examples of symmetry and balance depicted. Check for understanding.</p>	<ul style="list-style-type: none"> • Show students examples of masks from around the world (use visuals and/or actual examples). Emphasize the use of the design principles. Have students use this information to design their own masks, using a variety of materials.

STANDARD 2: MEDIA SKILLS

Learners will explore a variety of visual arts media.

Second Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Demonstrate correct use of visual arts tools</p> <p>Learners will:</p> <p>2.1.1 describe the safe and appropriate use of visual arts tools; (Essential)</p> <p>2.1.2 use correct vocabulary to identify art tools and the medium in which they are used. (Essential)</p>	<p>2.1.1 Have student write about the consequences of safe vs. unsafe use of tools. Check for understanding.</p> <p>2.1.2 Check for accuracy as student plays “Concentration” using pictures of art tools, pictures of art supplies, and related vocabulary words.</p>	<ul style="list-style-type: none"> • Put students in groups to role play proper, safe use of art tools. • Demonstrate proper handling of paintbrush. As students paint, reinforce appropriate use of brushes. • Create games (e.g., “Concentration”, “Go Fish Art”) that match an art tool to a medium. Students identify the tool and the medium.
<p>2.2 Explore skills, techniques, and materials for a variety of visual arts media</p> <p>Learners will:</p> <p>2.2.1 produce and discuss 2-D art (e.g., drawing, painting, weaving, print-making) using markers, watercolors, oil and/or chalk pastels; (Essential)</p> <p>2.2.2 produce and discuss 3-D art (e.g., weaving, sculpture, collage, masks) using clay, wire, paper, yarn; (Essential)</p> <p>2.2.3 explore computer technology as a means of creating art. (Expected)</p>	<p>2.2.1, 2.2.2 Have student write a description of the 2-D and/or 3-D art described in the Strategies section. The description should include technique, tools, and media used in creating the art. Check for thoroughness and accuracy.</p>	<ul style="list-style-type: none"> • Have students create a styrofoam block print, exploring printing techniques, tool usage, and related vocabulary (e.g., brayer, plate, ink). • Give students clay to create relief-face sculptures (e.g., animals, people). • Introduce students to Storybook Weaver software. This may be used to illustrate stories.

STANDARD 3: ART REFLECTION AND INTERPRETATION

Learners will develop critical thinking skills, analytical skills, and artistic perceptions through observing, comparing and contrasting, and discussing a variety of art.

Second Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Become familiar with art in different media</p> <p>Learners will:</p> <p>3.1.1 observe, identify, and classify art in different media (e.g., clay, weaving, painting); (Essential)</p> <p>3.1.2 identify similarities and differences of media in specific pieces of art. (Essential)</p>	<p>3.1.1 Have student use correct vocabulary to differentiate between art in a variety of media. Check for accuracy.</p> <p>3.1.2 Show student several art visuals. Have student describe similarities and differences of media used. Check for accuracy.</p>	<ul style="list-style-type: none"> • While on a museum/gallery field trip, have students classify art by medium used and compare and contrast the various media.
<p>3.2 Describe personal preferences in art</p> <p>Learners will:</p> <p>3.2.1 describe likes and dislikes for specific pieces of art in terms of color expression and subject matter. (Essential)</p>	<p>3.2.1 During the “Looking At and Talking About Art” activity described in the Strategies section, check that student is engaged in the discussion and can articulate opinions. Be sure each student has the opportunity to contribute to the discussion.</p>	<ul style="list-style-type: none"> • Put students in small groups to engage in a “Looking At and Talking About Art” activity which focuses on using art vocabulary to express their likes and dislikes regarding the color expression and the subject matter of a given art visual.

STANDARD 4: PERSONAL ART EXPRESSION

Learners will use visual arts as a means of self-expression.

Second Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Express personal ideas, feelings, and preferences through art</p> <p>Learners will:</p> <p>4.1.1 use a piece of original art as the basis for a creative writing piece; (Essential)</p> <p>4.1.2 create art that expresses a range of emotions; (Essential)</p> <p>4.1.3 use correct vocabulary to discuss art in a group setting; (Essential)</p> <p>4.1.4 create original art as a personal response to a variety of musical and literary pieces. (Essential)</p>	<p>4.1.1 - 4.1.3 Have student read aloud the writing described in the Strategies section, asking classmates to describe the feelings generated by the writing. Check to see how those feelings compare to the artist's intent.</p> <p>4.1.4 Check that student is able to describe how the Native American story and music described in the Strategies section impacted the art which was created.</p>	<ul style="list-style-type: none"> • Have students write stories or poems inspired by their art. • Have students fold a piece of paper into fourths, drawing a face which depicts a different emotion in each quadrant . Put students in small groups to share what they have done and to discuss how they achieved their results. • Read a Native American story. Then have students create Native American art (e.g., pottery, weaving) while listening to Native American music (e.g., Carlos Nakai).

STANDARD 5: INTERPERSONAL DEVELOPMENT

Learners will develop qualities, attitudes, and behavioral attributes through visual arts experiences that contribute to continuous personal growth.

Second Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Develop teamwork skills</p> <p>Learners will:</p> <p>5.1.1 fulfill defined roles and responsibilities during a cooperative art experience; (Essential)</p> <p>5.1.2 explain that there are differing opinions about art; (Essential)</p> <p>5.1.3 share positive comments about the art of others. (Expected)</p>	<p>5.1.1 Observe student during the piñata activity described in the Strategies section. Check that student fulfills assigned role and responsibilities.</p> <p>5.1.2 Check that student is able to use appropriate vocabulary to express accurately at least one differing opinion about a piece of art.</p>	<ul style="list-style-type: none"> • Put students in groups of four to make a piñata. Assign roles (e.g., choosing tissue colors, cutting tissue, fringing tissue, gluing tissue). • Have students participate in a “Looking At and Talking About Art” activity by describing likes and dislikes of a specific work of art. Encourage positive comments.
<p>5.2 Develop a sense of accomplishment through completion of art</p> <p>Learners will:</p> <p>5.2.1 demonstrate and describe on-task behavior needed to complete a piece of art; (Expected)</p> <p>5.2.2 clean up at the end of an art project with minimal teacher direction. (Expected)</p>		<ul style="list-style-type: none"> • Before an art lesson begins, discuss what on-task behavior will look like. • Once an art project is completed, check that students have cleaned their work spaces and have put tools in appropriate places.
<p>5.3 Develop awareness of vocational and avocational possibilities in art</p> <p>Learners will:</p> <p>5.3.1 explore various art-related careers and avocations (e.g., photography, jewelry making, animation). (Essential)</p>	<p>5.3.1 Observe that student is able to associate career title, tools, and medium (e.g., photographer, camera, photography; potter, kiln, clay).</p>	<ul style="list-style-type: none"> • Invite a professional photographer to speak to the class.

STANDARD 6: HISTORICAL AND CULTURAL UNDERSTANDING

Learners will explore historical, cultural, and social contexts to understand the role of visual arts in their lives and in past and present civilizations.

Second Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>6.1 Participate in art-related activities within a historical, cultural or social context</p> <p>Learners will:</p> <p>6.1.1 identify and discuss similarities, differences, and positive attributes in the ideas, customs, and art from a variety of cultures; (Essential)</p> <p>6.1.2 explore the meaning and describe the function of specific art and artifacts within various cultures, times, and places. (Expected)</p>	<p>6.1.1 The student demonstrates understanding that hieroglyphics and petroglyphs described in the Strategies section were used for the purpose of communication (i.e., use of art as a symbol system like language) by creating his/her own symbol system for communication.</p>	<ul style="list-style-type: none"> • After studying ancient cultures (i.e., Egyptian and Anasazi), have students replicate both hieroglyphics and petroglyphs. • Have students create examples of African Adinkra (i.e., storytelling) printed cloth using sponges, tempera paint, paper. Put students in groups of four to tell the story that goes with their art.